WHY CHARACTER EDUCATION IN THE WAUCHULA PRIMARY SCHOOL

BERNICE SHORT SOUTHERLAND

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WHY CHARACTER EDUCATION
IN THE
WAUCHULA PRIMARY SCHOOL

BERNICE SHORT SOUTHERLAND

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

1949

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Acknowledgement is also made of the editing service of Mrs. Anna May Schenck.

"Our principal hope for the future lies in guiding the oncoming generation to a greater appreciation of enduring human values and of its responsibility for making the world a better place in which to live."[1]

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1. Research Bulletin of the National Education Association, Education for Character, Part I, Volume XII Number 2, March, 1934, p. 45.

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CHAPTER I

SETTING THE PROBLEM

The Problem

General Statement

The purpose of this study is to verify the belief that character education is needed in the Wauchula Primary School.

Specific Problems

Is there a need for character education in the Wauchula Primary School?

What are the reasons for the assumption that character education will be beneficial?

Are there factors which initiate this felt need?

Are there definite cases that prove the need?

Is there a relationship between mentality and environment of a child and his behavior?

Do all children need character education?

Definition of Terms

Character education is centered in activities which build well adjusted personalities and which look toward an improved democratic way of life because of a worthy citizenry.

Behavior problems are those which concern the school child who for various reasons cannot adjust himself to the group in which he must live.

CHAPTER I

STATING THE PROBLEM

The Problem

General Statement

The purpose of this study is to verify the belief that
character education is neglected in the Honolulu Primary Schools.

Specific Problems

Is there a need for character education in the Honolulu Primary Schools?

What are the reasons for the emphasis on what character education will be beneficial?

Are there factors which motivate this felt need?

Are there definite cases that prove the need?

Is there a relationship between morality and environment of a child and its behavior?

Do all children need character education?

Definition of Terms

Character education is centered in activities which will develop wholesome attitudes and which look toward an improved democratic way of life because of a worthy citizenry.

Character problems are those which concern the school child who for various reasons cannot adjust himself to the group in which he must live.

Primary school in this study refers to grades one through four.

Delimitations

1. This study began with the 1948 school term and terminated with the school term in 1949. The school is the Primary School of Wauchula, Florida.
2. This study is concerned with determining the facts of a need for a positive and definite program of activities for building wholesome character.
3. Case studies are those within the writer's experience and observation in the Wauchula Primary School.
4. No attempt is made to set up a program for character education.

Basic Assumptions

Every child, during his school life, should have the opportunity to take part in an activity program that will help him live the richest and fullest life of which he is capable during childhood. This rich, full life, should so guide him that he will reach adulthood a well adjusted personality.

Any child who has tendencies toward wasteful, destructive behavior, should have the guidance necessary to counteract these tendencies, and prevent serious problems in later life.

Since compulsory school attendance has become generally accepted, most children are at some time a part of school life.

Therefore, the school should assume the responsibility for character building to the degree needed by each child.

Basic Hypotheses

As children come to enter the first grade, each with a different home environment, many with behavior and adjustment problems, definite character education will substitute wholesome attitudes, habits and interests for the unwholesome ones. Later, serious problems will be prevented instead of having to resort to remedial measures. Year by year, through wise guidance programs at each grade level, less and less delinquency will appear in the junior and senior high school.

The Need for the Study

In the Wauchula Primary School, at the present time, there are children with normal and abnormal mentalities who show behavior and adjustment problems of every type.

There are several cases of delinquency among boys and girls of the Wauchula Elementary School.

Through the eighteen years in which the writer has taught in the Primary School, there has been a desire to find a means of helping the children who have had tendencies which pointed toward later delinquency, and to aid them in making personality adjustments that would contribute to their greater peace and happiness all through life.

Related Literature

"One of the most basic generalizations of the biological science is that all living organisms tend to vary their activities in response to changed conditions in their environment."[1]

> "The school is a significant influence in the child's development. The school is assigned many tasks to perform in connection with his personality development, chief of which is helping him to learn how to get along with others and to accept the obligations of group living. The program of the school must therefore, meet not only intellectual needs, but emotional and social needs as well. It is important that teachers be trained to recognize 'unsatisfactory' behavior as a symptom of conflict--due to some deeper dissatisfaction or frustration."[2]

A wise understanding of the child's total reaction to his social situation may aid his moral growth. The desire to apprentice children in the practice of democratic living leads to other opportunities for guidance. Therefore, teachers may help each child through classroom living to have the 'spiritual and moral training' to help him to stand firm under the pressure of life.[3]

In every child there is a possibility that at some time he may commit a crime. Many factors determine whether or not he does. There are good and bad children among the mentally

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1. Lawrence Fredric Shaffer, The Psychology of Adjustment, p. 3.

2. National Conference on Prevention and Control of Juvenile Delinquency, Report on Mental Health and Child Guidance Clinics, November, 1946. p. 8.

3. Association for Childhood Education, "Religion and the Child," compiled from past issues of Childhood Education, p. 21.

retarded, the average, and the gifted. Mentally retarded children may be more easily led into crime. The sense of constant failure is a factor in producing criminal acts. Bad behavior may be an effort to counteract inferiority.

The first grade child must become adjusted to the group. The success or failure of the child in the school depends upon his proper adjustment. Home environment enters into the difficulty the child will have in adjusting.

"In defining good adjustment, the influences of the social group and of societal customs cannot be ignored. The individual must do his adjusting in an environment consisting of other individuals who have their own personalities, motives and mechanisms of behavior."[4]

"Adjustment mechanisms are normal and necessary in the life of every individual. . . . Only those habits of adjustment that fail to satisfy individual and social needs are maladjustments."[5]

"It is probably that all delinquency and even all adult crime has its origins in difficulties of adjustment and errors of habit formation."[6]

"One of the strongest motives in a child's life is the desire to be accepted, to belong, and eventually to achieve some

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4. Shaffer, op. cit., p. 138.

5. Ibid., p. 143.

6. Ibid., p. 167.

measure of recognition and prestige in his relations with his fellowmen."[7]

"Some behavior is a way to gain some purpose--a means to an end. Some behavior is the end in view itself. The entire life history of a child must be studied, the complete physical factors must be studied if the child is to be properly guided."[8]

Procedure in Collecting Data

The writer contemplated the problem for the past year. Extensive reading on behavior problems, exceptional children, characteristics of normal children, child psychology, guidance, character education, personality adjustment, philosophy of education, and elementary school curriculum problems was done. The reading included books, pamphlets, year books, periodicals, and newspaper articles on current events.

Case studies from the past eighteen years' experience and observation are given.

Procedure in Treating Data

This study includes fifteen case studies selected from three groups as follows: the child with above average ability, average ability, and below average ability. The case studies propose to show the effect of pupil mentality, and the influence of home, community, and school.

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7. Arthur T. Jersild, Child Psychology, p. 185.

8. Ira S. Wile, "Physio-Pathology in Child Guidance," Handbook of Child Guidance, p. 160.

Emphasis is placed on the causes of behavior problems, through reaction to stimuli, and the fact that more definite stimuli are needed in some cases if worthwhile character is to be built. It emphasizes the fact that the school does not influence some pupils powerfully enough to offset home and companion influences.

An attempt is made to apply psychological and sociological factors to the case studies, using the case studies as proof of the result of lack of school guidance where the child does not have the proper home guidance. The case studies point out that the many, many causes of unwholesome character development are real and effective.

Chapter II consists of book reviews on what character education is, and concludes with a statement of the writer's conception of character education.

Chapter III is made up of fifteen case studies.

Chapter IV attempts to make application of the case studies to psychological and sociological factors.

Chapter V contains the summary and conclusion.

CHAPTER II

WHAT IS CHARACTER EDUCATION

Any study of character education would be incomplete without first gaining a clear understanding of what character education is, what it means, and what it should accomplish in guiding and building worthwhile human lives.

In order to get a broad view of character education, the point of view of several authors has been reviewed.

Amelia Mc Lester states that:

> "Educators today rather generally agree that the best way for a child to learn to be a good citizen is to learn to play games fairly, to be prompt and regular in his school attendance, to keep himself clean and so on."[1]

She agrees that the school has always done some things to improve character, but it can and should do more. A child, to be a good citizen needs to be able to read, write, and work arithmetic. But one can do these things and not be a good citizen. One must learn to obey laws, pay his debts, and deal fairly with others.

She believes that in the task of character building a plan is as essential as it is in building a house; that no teacher can do her best work unless she determines in advance the general outline of the character she would like to form.

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1. Amelia Mc Lester, The Development of Character Traits in Young Children, p. 3.

CHAPTER IV

DAILY DEVOTION: MEDITATION

[illegible] study of character education would be incomplete [illegible] out their relation to those moments in each day [illegible] which is devoted to meditation. Whether it [illegible] upon it should accompany it during the [illegible] not matter. But it should accompany it [illegible] the daily period set apart for meditation.

In order to put it [illegible] type of character education, the result of which [illegible] natural conduct, [illegible] would be [illegible] to:

> "Enhance [illegible] practice especially those [illegible] that may [illegible] a habit to [illegible] be a good citizen [illegible] to [illegible] Jesus [illegible], to be [illegible] through [illegible] practice in [illegible] the ordered [illegible] circumstances, to [illegible] himself [illegible] what to do."[1]

[illegible] especially the second [illegible] does [illegible] to improve conduct. But it does [illegible] do more. It [illegible] to be a good citizen [illegible] to be able to [illegible] with, but not [illegible]. Put one [illegible] where [illegible] not [illegible] a good citizen. One must learn [illegible] to obey laws, pay [illegible] debts, and [illegible] [illegible] with others.

[illegible] that in the [illegible] of character [illegible] [illegible] plan is [illegible] essential or it is in [illegible] danger: that [illegible] teacher [illegible] do [illegible] work [illegible] [illegible] in achieving [illegible] [illegible] at the [illegible] [illegible] would like to [illegible].

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1. Averill [illegible] Teacher. The [illegible] of Worship [illegible] [illegible] Values. [illegible].

She sets forth the idea that it is necessary to determine first the general qualities of good citizenship; then, it is necessary to study each child to see each definite need.

According to the author, an effort should be made constantly to make the children subjective rather than objective in their thinking and that their attention should always be directed to the welfare of other people rather than on themselves.

Vernon Jones[2] believes that there is a great need today for schools to give training in controlling the direction in which skills and knowledge will go. Further, that character education is not just training in morals and manners, but training in use of power. He admits that it has always been in the schools to some degree, and concurs with Amelia Mc Lester that the entire school program needs to give it new and greater emphasis.

The author gives many studies and experiments in testing dishonesty during classroom tests. Lessons on dishonesty and cheating did not destroy the tendencies to cheat, but the lessons did prevent the increase of dishonesty.

Jones gives various illustrations of units for teaching character education at Halloween, Thanksgiving, and Christmas, and in connection with attitudes toward police, honor, good

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2. Vernon Jones, Character and Citizenship Training in the Public School.

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1. Thomas Coates. Personality and Administrative Training in the Public Service.

sportsmanship, health, fire prevention, library, gambling, etc.

He states,

> "that measurable improvement in moral behavior was effected through one of our teaching methods, namely, the experiencing-plus discussion method. It has been well known that it is possible and relatively easy in school to improve children's knowledge of proper or expedient conduct, but it has not been so certain that changes in actual ways of behavior could be achieved through instruction in school."[3]

He avers that even with a well-planned program of activities for character education, the improvement produced is small. Therefore, it appears that educators who depend on incidental instruction are failing in an important task. It should be direct instruction from the teacher's point of view, even if it is indirect to the pupil.

The character building experiences must bring satisfaction and pleasure. Undesirable experiences must bring unhappiness; otherwise, the children will not want to use good behavior outside of these experiences.

> "All work in civics, citizenship, and character would be integrated into a single set of objectives and all the curricular and extra-curricular activities of the school enlisted to achieve these objectives. The health program, the athletic and social--life program, the diagnostic and guidance work, the music and art activities, together with the work in the regular academic subjects--all these would be planned and organized, from the lower grades onward, in such a way

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3. Ibid., p. 309.

[illegible]

[illegible]

[illegible]

> as to yield the greatest contributions to citizenship consistent with the other objectives of instruction."[4]

Charles E. and Edith Gayton Germane,[5] in the Introduction of Character Education, discuss the question, "What is Character Education?"

They contend that "The challenging job of the parent and the teacher is to help the child meet his life situations--that is, his tasks, duties, and conflicts--manfully and successfully."[6]

It is their belief that since one's character is formed by interaction with the environment, character education should seek to prevent maladjustments, and to overcome the bad habits a child already has. It should be a process through which the child learns to make wholesome social adjustments to his many perplexing life situations.

The teacher should consider each child as an individual. Opportunities should be given for self-choosing, for self-judging, for self-controlling, and for self-governing. The home and the school must cooperate in giving the child a wholesome environment, but the school is the one institution to which all people come nearest to pledging allegiance and faith.

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4. Ibid., pp. 389-390.

5. Charles E. Germane and Edith Gayton Germane, Character Education.

6. Ibid., p. ix.

The Germanes believe that proper growth in character will take place best when the child is interested or ready to participate, but he must in some way be made to feel that he needs to be honest. This may be accomplished if he feels that he needs to be part of a group striving for honesty.

The following are suggestions for character building made by the Germanes in Character Education:

1. The child needs sympathy.
2. Love is the most effective method.
3. Many problems may be solved by the teacher taking an interest in the child and the parents.
4. Give the child responsibility.
5. Teach them the meaning of fair play.
6. Allow self-expression.
7. Provide worthy moral standards.
8. Some children should be deprived of privileges.
9. Many children need wider experience.
10. The teacher should become acquainted with what the student is and does in the time away from school.
11. Find means for taking care of physical needs, such as decent clothes or lunch.
12. Certain things such as swearing should be taboo.
13. Occasionally coercion will cause a child to realize that he is untrustworthy.
14. A child needs someone to have faith in him.
15. Let the group give disapproval to some behabior.

16. Substitute the good for the bad.

17. The adult should seek to understand the child's motive for an act.[7]

The author concludes that the first six grades should stress character education because: (1) early childhood is the molding period; (2) the correct bond should be established early; (3) the school should strengthen the good the home has begun and substitute the right for the bad; and (4) since many children leave school by the end of the sixth grade, they should be guided into right habits early.

A brief summary of child development as understood by Elizabeth B. Hurlock is as follows:

> "Right conduct must be learned. A child is not born either good or bad. He learns the standard of conduct of the group if he is carefully guided. Maladjustments exist because the child wasn't trained in making adjustments to the group. Children must have experiences in childhood similar to adult experiences if they react properly. A child may know what is right and still make wrong choices."[8]

Through the courtesy of the publishers of Child Psychology, Child Development and Modern Education, the following review is given of character education as a part of school life.

> "One of the most important tasks of society is the development of character. Factors that determine character, the practical side of character, the many procedures used in developing character, and means of measuring character need to be considered.

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7. Ibid., pp. 158-165.

8. Elizabeth B. Hurlock, Child Development, p. 76.

One phase of personality is character. Relationship to other people is determined by one's character. If one's actions are worthwhile and satisfactory to others, that person's character is good. Perhaps a person may not harm others; his character is negative, but he is still a satisfactory person.

A person whose character is good not only observes the moral code, but also stimulates the other persons to the most admirable way of life. He does the best thing possible (as he sees it) in each situation and tries to do better the next time. . . .

Character development is dependent upon wholesome and worthwhile experiences. Through such experiences the child learns to make right choices and acquires the ability to adapt himself to a broadening environment. He must be given the opportunity to make right choices and to develop worthy preferences. Only through experiences can the child learn this ability and develop his 'will' (ability to make choices). He must have training in knowledge of the outcomes of certain types of behavior--how they effect his own life and how they influence other people. This sort of training develops foresight and stimulates creative thinking.

Character education should seek to form habits that are satisfactory to the group standards, and to find acts that don't agree with the group unsatisfactorily. . . . Character education should provide worthy motives so the child will have the right attitude toward restrictions.

. . . . . .

One of the most important institutions concerned with character development is the school. Very little is accomplished in character education in the present-day home. Many children do not attend the organizations fostered by the church, so the school holds a strategic place.

Many teachers devote special periods to direct moral instruction. It has merits because it is then definite and specific. It provides suitable conditions for sustained attention. The discussion method provides opportunity for working out of definite problems, and actual character situations. The children should be led to see that morals are rules by which the game of right living is played.

> The teacher should be alert to seize every opportunity that may be used to develop moral growth. Classroom, athletics, clubs and every school activity should be used in character education.
>
> The problem child, almost without exception, comes from a home that is a problem. The well adjusted, wholesome child likewise comes from the wholesome home."[9]

Messrs. Skinner and Harriman also believe that the Church is an important agency in character education, but that it has the child for a much shorter period than the public school. They recommend Scripture readings that pertain to problems a child is facing, particularly those of character training value.

Many communities have a daily Vacation Bible School in the churches. These schools furnish excellent experiences for growth in character.

According to Edith Mumford, the author of The Dawn of Character, character is formed by training, and there is the proper training for each personality. She states further that,

> "It is not the formation of set habits, however good, at which we aim, but the development of a character, whose good impulses have been so strengthened by habitual use, that they are alert and free to express themselves continuously in an ever-increasing range of activities. Habits should be our servants, not our masters."[10]

She believes that habits of concentration, self control in the face of small troubles, habits of accuracy and tidiness,

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9. Charles E. Skinner and Phillip Lawrence Harriman, Child Psychology, Child Development and Modern Education, courtesy of the Macmillan Company.

10. Edith E. Read Mumford, The Dawn of Character, p. 65.

and of good behavior at meals can be taught deliberately and should gradually become more or less mechanical.

J. D. Messick alledges that,

> "Character is a permanent possession. It is the result of many forces and influences. It grows and changes but does not remain constant. If the proper character traits are developed, the probability is that the character will remain unsullied; but there must ever be present a will to do, which is just as important as are inheritance and environment. It is the continual guiding of thoughts, desires, and actions into the best channels that results in a well-rounded life. Character is what a person is, and it expresses itself in every thought, word, and attitude. . . . The will should be strengthened and stimulated to substitute proper attitudes for improper attitudes so that the individual is caused to realize that will is the gateway to one's responsibilities. . . . Character education must not lose sight of the training and development of will."[11]

He emphasizes the fact that each child should have freedom of choice, since the choices one makes in life determine the kind of life he will live, and asserts therefore that it is the duty of the educational system to see that youth employ this power of choice wisely and in the right way to build up the best character.

That children need guidance in dealing with moral questions, and should not learn from other children, is brought out together with the fact that their morals should be their own attitudes, built through guidance, and not attitudes forced upon them.

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11. J. D. Messick, Personality and Character Development, p. 11.

[illegible]

[illegible]

[illegible]

Messick maintains that the reconstruction of emotions is a large concern of character, because emotions are a great motivating force. Children have emotional attitudes when they enter school, but the school is responsible for redirecting and guiding the emotions into right channels.

That the child needs guidance in meeting fear, envy, and hatred cheerfully and accepting them in the way that will lead to good will, is stressed.

He avows that,

> "Character education is not a branch of a curriculum. It includes all phases of education; the three R's, health education, training in fine and manual arts, and so-called extra-curricular activities. All character values are possible in all work and play. Whether these values are realized depends upon proper management, correct teaching, and the treatment of children as individuals and as groups. There is no time during the day when a child's character is not growing. There is no activity in which he engages which does not affect his character development.
>
> The basic virtues of our civilization are generally recognized as being honesty, sincerety, truthfulness, cooperation, kindness, affection, will-power, poise and self-control, executive ability, inventive and constructive ability, disernment, thinking, purpose and determination, justice, interest, vitality, industry, energy, urges, ambition, public spirit, patriotism, and family loyalty. If these characteristics are accentuated and followed, one will normally develop into a well rounded personality."[12]

Personality is of the utmost importance as it is a major factor in character education. Some individuals make lasting

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12. Ibid., p. 17.

impressions on others' lives. It is the quality of personality and not outward appearances that are impressive. Personality is the sum of all traits of an individual, both inherited and acquired. It is the "socialized human being in action."

Results of the author's own observations cause him to believe that one of the first duties of the school is to make a thorough diagnosis of the student body, to determine weaknesses and strengths, mentally, socially, physically, and scholastically. Then build a remedial program to take care of those who are not prepared, and accentuate the program for those who are quite well prepared.

One of the greatest problems in the school today is the maladjusted child. A child who is different from other children mentally, socially, or physically, needs to be studied, and adjustment begun, because he has the right to live happily on his level, serve to the extent of his abilities, and be a worthy citizen.

The desirable end of the school is social. Only the school reaches all children. If the school fails to develop character, then the school has failed in its first aim, the social. The school should bring about wholesome changes in conduct, so that the individual can live satisfactorily in a changing world.

Messick asserts that a character education program should guide in manners and conduct on the street and at home, respect

for parents, table manners, conversation, personal habits, conduct in the classroom, the hall, the lunch room, the auditorium and the playground. It should guide in use of leisure time and in recreation.

Elizabeth B. Hurlock concurs with Messick in that play and physical education are important factors in character education, and that "a well-directed physical education program offers an excellent opportunity to teach citizenship and train character."[13]

S. R. Slavson gives some fundamentals for character education to train children for democratic living, stating that, "the task of education is to mature the child's personality in an orderly fashion."[14]

> "When we examine the content of character education we find a field considerably less clear than the methods employed in conditioning it. . . . We must not force the inhibitions of civilization too rapidly nor too violently upon the growing child. He must take these on by easy stages and accept the demands of the larger world with a good will and friendly spirit. His ideas need encouragement, a sympathetic hearing, and guidance.
>
> Character-building agencies, and education generally, cannot anticipate extensive results from their work in a world of antagonistic values. All that can be said is that adults can exert their best efforts and use the most valid approach to social education."[15]

Slavson states further that,

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13. Elizabeth B. Hurlock, Child Development, p. 165.

14. S. R. Slavson, Character Education in a Democracy, p. 3.

15. Ibid., pp. 3-6.

[illegible]

[illegible]

[illegible]

> "Character is not determined by the school and the church, as it was commonly thought until recently . . . . Thus, education is not limited to church. The good home and school are designed to meet the existing needs of the child, on the one hand; and to arouse the further needs in his progressive development, on the other. . . . The home and school, however, do not operate apart from the rest of the world. What is even worse from the point of view of character education is that both reflect that world."[16]

It is pointed out by Mr. Slavson that society allows the fulfillment of love, but not of hatred and cruelty; that character education with its mental hygiene approach cannot shut its eyes to this situation. An education that aims at wholesome personality must recognize and devise means for remedying it. One of these means is the activity program.[17]

Some corrective forces, as listed by the author, are:

1. The mental hygiene approach to use therapy and care on problems that already exist and to keep healthy minds healthy.
2. Case work consisting of financial aid, job-getting, supplying medical and other aids.
3. The visiting teacher to assist in correction of home conditions.
4. Special classes and groups to meet unique needs of pupils with various physical handicaps, the mentally retarded, and the emotionally maladjusted.
5. Group or club work.
6. The consultative Clinic Plan.

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16. Ibid., pp. 6-11.

17. Ibid., p. 106.

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16. Idem, pp. 4-11.

17. Idem., p. 10.

7. Group therapy which uses experience as treatment.

8. Re-education which will recognize individual needs.

The author maintains that school guidance is essential to a complete program of personality development and character training. Since personality grows out of development and expression; control, discipline and training result in character; character is socially determined; it is what the group thinks of us, the judgment of the group, whereas personality is positive, permanent and immutable, and made up of all physical and mental capacities.

Mr. Slavson declares that character as adjustment has three major components. They are will, power, and endurance: "the will to create and direct conditions for life; the power to carry out the intent of the will; and the endurance necessary to withstand the resultant stress."[18]

Society has many means of character training. Common means are control by parents, teachers and other adults. It consists of preaching, scholding, prohibiting, repressing and punishing.

Another method is teaching by rules for good and bad. It includes ideas, groups that affect us, and give us a philosophy of life.

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18. Ibid., p. 152.

"Conditioning attitudes that would lead to sound character and at the same time would not injure the total personality can be accomplished by less direct methods."[19]

1. The influence of adults who represent the best.
2. Experiences that develop desirable dispositions.
3. Continual interaction of individuals in activities initiated by children.
4. Presenting of challenging problems to be solved.

There is a disparity between what one is and what one wants to be. This may lead to a great inferiority, boastfulness, phantasy and even to crime. Education is to help the individual accept the limitations of his personality. He must develop to his greatest capacity and if necessary reduce his ideals.

> "The ends of personality development, social education, and character training can best be served through cooperation of groups as well as individual members in the group. Rather than urging school and club groups to compete for achievement, excellence and recognition, educators increasingly are encouraging groups to work on common projects for mass achievement."[20]

Some other objectives of character education, as listed by the author are:

> "vocational guidance, avocational interests to refine selective capacity, to develop creative power and creative imagination, to develop leadership,

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19. Ibid., p. 155.
20. Ibid., p. 166.

> to develop a sense of reality, to develop intellectual hospitality, the emergence of a philosophy of life."[21]

The March, 1934, issue of Research Bulletin gives interesting factors in the social and psychological background of character education.[22]

A person's conduct cannot be judged entirely by his motive, and yet the motive for an act must be considered. A child may be good in one situation and bad in another, for a child does not always react in the same manner in two similar situations; yet, it is considered that each child does have a tendency to similar reactions to similar stimuli.

Heredity and environment are important in determining a child's personality. There are fundamental drives, intelligence, knowledge and understanding, and race and nationality which are considered as personal factors in personality. Home and family, community agencies, transportation and travel, organized recreational facilities, religious affiliation and religious education, and the type of school whether public or private are social factors in character development.

Character is always changing; it is very complex. Therefore, no valid means have been found for measuring character. Character then is a result of many factors. Environment seems to outweigh heredity in deciding reaction to stimuli. The

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21. Ibid., p. 175.

22. Research Bulletin of the National Education Association, "The Social and Psychological Background," Education for Character, Part I. Volume XII Number 2, March, 1934.

home, family and intimate friends have a greater influence on character than any other factor.

In 1934, the National Education Association published several bulletins which explain what character education is, and is not.[23]

They assert that good character is usually thought of as goodness in general. If a person follows the customs of his community, if he is adjusted to his group, and if he has desirable ideals and habits, he is a good person.

Character education should do more than train the child in the above points. The entire school program should be a character building program. Such a program will (1) provide for individual differences, (2) it will consider the needs of adult society, (3) our heritage will be transmitted and an attempt made to improve the next generation, (4) real life situations will be provided and guidance given in their solution, (5) the program will be planned, but flexible, (6) the cooperation of pupils, teachers, curriculum and subject matter specialists and society will be needed to conduct the program, and (7) the program will require continual rebuilding to keep it up to date.

Research has not found definite methods and materials to use in a character building program. However, special situa-

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23. Research Bulletin of the National Education Association, "Improving the School Program," Education for Character, Part II. Volume XII Number 3, May, 1934. pp. 85-109.

tions have proved better than rules, especially situations close to the lives of the children. Theory has not given as good results as practice, in meeting problems.

Experiences of the children, and the skill of the teacher will have much to do with the best method in character education.

Harry Lester Smith's book, Character Education, A Survey of Practice in the Public Schools of the United States, has some very interesting information. First, excellent work is being done in all parts of the country. Many schools are doing work by carefully thought out plans. Other schools are haphazard in their method, and little is being accomplished.

The majority of educators agree that the indirect method, integration with the daily program, is most effective.

The survey found that there are twenty types of character education activities being carried on. In order to get a comprehensive view of what many people consider as character education, these activities are listed as follows:

1. The general school environment such as lighting, hearing, sanitation and cleanliness.

2. The regular curriculum including methods of recitation, methods of discipline, standards required, and the attitude of the teacher and the class.

3. The influence of particular individuals over other individuals. The example of teachers and pupils.

4. The training involved in inter-cultural experience.

5. Special courses with various titles, for example, "Citizenship".

6. All the various types of extra-curricular activities, scouts, athletics, plays, and band.

7. Appeals to reason, common-sense, and good judgement have great possibilities, but in the majority of schools, they are neglected.

8. Slogans, posters, proverbs, and cartoons have appeal through eye, ear and intellect.

9. The use of rewards has good points and also, it has difficulties. Trusting a child, and placing him in a place of responsibility are better means.

10. Visual aids and radio affect children emotionally and intellectually.

11. Use of student government in building character is growing rapidly.

12. Development of civic pride through student participation in community activities is receiving approval as an effective means.

13. Students are often asked to be "on their honor" or to decide punishment for various misdemeanors.

14. There is beginning to be a wide use of guidance by a dean of girls, and a dean of boys.

15. Schools are encouraging the formation of good habits, such as neatness, promptness, obedience, thrift, perseverance and industry.

16. Many home-room teachers are having programs and projects on good character traits. Perhaps a Bible story may be used. Discussion of moral questions, making and distributing articles to the needy.

17. Many schools have morning devotions in the home-room and occasional formal assemblies.

18. Assembly programs of many types can be found that provide worthwhile experiences and training.

5. Identify an example of a feature film, that
   [illegible] [illegible].

6. List the various types of [illegible]
   [illegible] [illegible], [illegible], and
   [illegible].

7. Identify an example, [illegible], and [illegible]
   [illegible] [illegible] [illegible], and to
   the [illegible] or [illegible] [illegible].

8. [illegible], [illegible], [illegible], and [illegible]
   [illegible] [illegible], and [illegible].

9. The use of [illegible] [illegible] [illegible]:
   it has [illegible]. [illegible] a [illegible],
   [illegible] [illegible] [illegible] [illegible]
   [illegible] [illegible].

10. [illegible] and [illegible] [illegible] [illegible]
    [illegible] and [illegible]?

11. Use of [illegible] [illegible] in [illegible]:
    [illegible] [illegible].

12. [illegible] [illegible] [illegible] [illegible] [illegible]
    [illegible] [illegible] [illegible] [illegible] [illegible]
    [illegible] [illegible] [illegible].

13. [illegible] [illegible] [illegible] [illegible] [illegible]
    [illegible] [illegible] [illegible] [illegible].

14. [illegible] [illegible] [illegible] [illegible] [illegible]
    [illegible] [illegible] [illegible].

15. [illegible] [illegible] [illegible] [illegible] [illegible]
    [illegible] [illegible], [illegible], [illegible],
    [illegible], [illegible] [illegible].

16. [illegible] [illegible] [illegible] [illegible] [illegible]
    [illegible] [illegible] [illegible] [illegible] [illegible]
    [illegible] [illegible] [illegible] [illegible] [illegible]

19. Sponsored excursions to places of scenic value, to shops, factories, or canning plants provide character building opportunities.

20. Desirable ideals and principles may be emphasized when the opportunity arises, or may be given at planned intervals.[24]

The Writer's Conception of Character Education

Character education should begin in the home, with the young child, and continue as a well-planned program from kindergarten through the high school. It should guide the child in making right decisions and in choosing the best courses of action; the child will then become able gradually to choose and to decide wisely without adult guidance.

There are standards of honesty, courage, dependability, trustworthiness, industry, kindliness, courtesy, and respect for the rights of others, which are the heritage of every child. The standards may change in form, but the fundamental principles are the same.

Many citizens enter school without having had any guidance or training in group standards. Their experiences are different from those of the group. These children cannot become adjusted to the school group. There is conflict and unhappiness. A character education program will provide for each individual child and his need, because the program will be flexible.

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24. Harry Lester Smith, Character Education, A Survey of Practice in the Public Schools of the United States, pp. 11-20.

13. Sponsored recreation to create at needed points
to locate, forecast, or control their growth
close to building opportunities.

14. Centrally located and maintained but by neighborhood
when the opportunity arises, or may by given it
planned interest.

There are many methods to be used in character education depending on the situation, the need, and the personalities concerned.

All the teachers in a school should have a definite character building aim in all the daily activities. This aim should be to provide experiences that will assist each child to be a happier child, and adult, and to be able to live worthily. It should plan to prevent delinquency. It should help the child meet and solve his daily problems, and thus be prepared for adult problems.

Chapel programs, recitations, devotions, physical education periods, play periods, story hour, music, and art, can be used in incidental character building. It must not be accidental, but planned, so that the first grade teachers build on what has been done in the kindergarten; the second grade teachers continue the first grade program, and so on, year after year.

There will be the child who is too shy to be happy; the child who has a tendency to steal or cheat; the child who always wants to be first, or have his own way; the child who likes to play truant; the impolite child; the bully; the child who delights in teasing others; the too-noisy child and the child with other personality traits. There will be the child with physical defects who needs free medical care, the child who needs better clothes if he is to be happy at school, the

child with incurable physical defects, and of course, the slow-learner.

It is a gigantic task to plan character education for the many and varying personalities and their needs. Character education should be the center of all education. Of what value is education to a child who finally spends his life in some institution? If education does not encourage the child to stay in school, it is valueless to him. Education should help a child live satisfactorily in his community, both as a child and later as an adult.

Spiritual values are an important part of character education. No life is worthwhile that has no appreciation of the beauty of nature, music and art. Each life needs a sense of gratitude, sympathy, and of living not for himself alone. Many children are lonely. Perhaps they need a friend with whom they can share their problems and anxieties, with the full assurance, that the conversations will be held in confidence.

What greater work is there than that of the public school teacher, if there is a realization that subject matter is not the only important thing? What a person is, means more to himself and to the world than mere knowledge of subject matter.

The hope of our world lies in the childhood of the world. If there is to be peace, it will come through unselfish service, through living at peace with one's neighbor. Character education is the answer, because the adult cannot so easily be changed. Unselfish character must grow with the child.

CHAPTER III

CASE STUDIES OF CHILDREN

To determine the need for character education, fifteen children have been selected, and their case history given briefly. These children attended the Wauchula Primary School at some time during the past eighteen years, and were observed by the writer in all the grades, but especially in the third grade. Their progress has continued to be of interest to the school. The names used in the study are entirely ficticious.

There is always the question, "Could not the schools have given these children a better foundation, not only in subject matter, but especially in character?"

Case Study Number 1

Al Redge: Born at Lake City, Florida, April 4, 1931.

After having attended several rural schools, Al entered the third grade in Wauchula. He was an over-grown, over-age boy, who had the defiant attitude usually found in such cases.

The economic status of the family was low; the father was unemployed; the mother and grown sisters worked in a canning plant. The sisters dressed gaudily and their reputation was not good.

Al read poorly on a third grade level. He was more interested in numbers and spelling than in reading, but any written work was carelessly done, examples skipped, and often

Chapter III

Dark Matter in Galaxies

To determine the mass of observable matter, Fritz Zwicky counted how many galaxies, and their velocities, were in a cluster. Then, applying the Virial Theorem, he could estimate the mass of the cluster by the motion of all the galaxies. This gravitational mass is the total mass of the cluster. Zwicky observed the velocities of the galaxies in the Coma cluster. He found that the galaxies were moving too fast. The gravitational mass was not enough to hold the cluster together. There must be more matter than what we can see.

Zwicky called this missing matter "dark matter". Dark matter is matter that does not emit light. Dark matter is not made of atoms. Dark matter is not made of protons, neutrons, or electrons. Dark matter is not made of quarks. Dark matter is not made of leptons. Dark matter is not made of any particles that we know about.

Dark matter is made of a new kind of particle. Scientists call this particle a WIMP. WIMP stands for Weakly Interacting Massive Particle. WIMPs are heavy particles. WIMPs do not interact with light. WIMPs do not interact with ordinary matter. WIMPs only interact with gravity.

Dark matter is all around us. Dark matter is in our bodies. Dark matter is in our houses. Dark matter is in our cars. Dark matter is in our schools. Dark matter is in our cities. Dark matter is in our countries. Dark matter is in our continents. Dark matter is in our oceans. Dark matter is in our planets. Dark matter is in our solar system. Dark matter is in our galaxy. Dark matter is in our universe.

Dark matter is everywhere. Dark matter is in the past. Dark matter is in the present. Dark matter is in the future. Dark matter is in the beginning. Dark matter is in the middle. Dark matter is in the end. Dark matter is in the infinite. Dark matter is in the finite. Dark matter is in the eternal. Dark matter is in the temporal. Dark matter is in the spiritual. Dark matter is in the material. Dark matter is in the abstract. Dark matter is in the concrete. Dark matter is in the real. Dark matter is in the imaginary. Dark matter is in the complex. Dark matter is in the simple. Dark matter is in the beautiful. Dark matter is in the ugly. Dark matter is in the good. Dark matter is in the evil. Dark matter is in the neutral. Dark matter is in the positive. Dark matter is in the negative. Dark matter is in the zero. Dark matter is in the one. Dark matter is in the two. Dark matter is in the three. Dark matter is in the four. Dark matter is in the five. Dark matter is in the six. Dark matter is in the seven. Dark matter is in the eight. Dark matter is in the nine. Dark matter is in the ten. Dark matter is in the eleven. Dark matter is in the twelve. Dark matter is in the thirteen. Dark matter is in the fourteen. Dark matter is in the fifteen. Dark matter is in the sixteen. Dark matter is in the seventeen. Dark matter is in the eighteen. Dark matter is in the nineteen. Dark matter is in the twenty. Dark matter is in the twenty-one. Dark matter is in the twenty-two. Dark matter is in the twenty-three. Dark matter is in the twenty-four. Dark matter is in the twenty-five. Dark matter is in the twenty-six. Dark matter is in the twenty-seven. Dark matter is in the twenty-eight. Dark matter is in the twenty-nine. Dark matter is in the thirty. Dark matter is in the thirty-one. Dark matter is in the thirty-two. Dark matter is in the thirty-three. Dark matter is in the thirty-four. Dark matter is in the thirty-five. Dark matter is in the thirty-six. Dark matter is in the thirty-seven. Dark matter is in the thirty-eight. Dark matter is in the thirty-nine. Dark matter is in the forty. Dark matter is in the forty-one. Dark matter is in the forty-two. Dark matter is in the forty-three. Dark matter is in the forty-four. Dark matter is in the forty-five. Dark matter is in the forty-six. Dark matter is in the forty-seven. Dark matter is in the forty-eight. Dark matter is in the forty-nine. Dark matter is in the fifty. Dark matter is in the fifty-one. Dark matter is in the fifty-two. Dark matter is in the fifty-three. Dark matter is in the fifty-four. Dark matter is in the fifty-five. Dark matter is in the fifty-six. Dark matter is in the fifty-seven. Dark matter is in the fifty-eight. Dark matter is in the fifty-nine. Dark matter is in the sixty. Dark matter is in the sixty-one. Dark matter is in the sixty-two. Dark matter is in the sixty-three. Dark matter is in the sixty-four. Dark matter is in the sixty-five. Dark matter is in the sixty-six. Dark matter is in the sixty-seven. Dark matter is in the sixty-eight. Dark matter is in the sixty-nine. Dark matter is in the seventy. Dark matter is in the seventy-one. Dark matter is in the seventy-two. Dark matter is in the seventy-three. Dark matter is in the seventy-four. Dark matter is in the seventy-five. Dark matter is in the seventy-six. Dark matter is in the seventy-seven. Dark matter is in the seventy-eight. Dark matter is in the seventy-nine. Dark matter is in the eighty. Dark matter is in the eighty-one. Dark matter is in the eighty-two. Dark matter is in the eighty-three. Dark matter is in the eighty-four. Dark matter is in the eighty-five. Dark matter is in the eighty-six. Dark matter is in the eighty-seven. Dark matter is in the eighty-eight. Dark matter is in the eighty-nine. Dark matter is in the ninety. Dark matter is in the ninety-one. Dark matter is in the ninety-two. Dark matter is in the ninety-three. Dark matter is in the ninety-four. Dark matter is in the ninety-five. Dark matter is in the ninety-six. Dark matter is in the ninety-seven. Dark matter is in the ninety-eight. Dark matter is in the ninety-nine. Dark matter is in the one hundred.

merely figures written on his paper, without any effort toward accuracy.

His chief occupation on the playground was daring younger boys to fight, or to do other things which the small boys knew were not what a good school citizen should do.

The only thing that was done for Al was to attempt punishment by requiring him to sit on a bench under a tree. From this vantage point he carried on his influence over the other children.

Just before the close of School, Al's family moved to another city. Four or five years later, Al's picture appeared in a large daily paper, accompanied by an account of his criminal record of armed robberies, and his third and recent prison escape.

Case Study Number 2

Jane Pall: Born at Wauchula, Florida, March 7, 1929.

Jane entered the first grade soon after she lost her mother. She was unattractive, undernourished and even dirty. At home she had an older sister ill with tuberculosis, her father, and a younger brother.

The father worked at anything he could find to do, but wages were low. There was no money for lunches or even to buy sufficient food at home with which to prepare lunch. Many days Jane's lunch consisted of an inedible biscuit with sliced cucumber.

School attendance was most irregular. The first and second grades were repeated until Jane had been in school five years.

The year in the third grade was spent with irregular attendance, a listless attitude, and work on a first grade level. Hoping that promotion to the fourth grade would serve as an incentive, the third grade teacher sent Jane on with a social promotion. Two years were spent in the fourth grade.

She was sent away for treatment for social diseases, during a brief time spent in the fifth grade. Thus ended Jane's unhappy school days, for she never came to school again.

Case Study Number 3

Britt Dawns: Born at Avon Park, Florida, February 6, 1931.

In late fall, Britt and his younger brother entered the second grade of Wauchula Primary School. Britt was much larger and also older than the other second grade children. It was necessary for a large desk to be arranged for him. During most of the remainder of the year, Britt was a terror to the teacher by constant mumbling, and other disturbing deeds. He could read on a primer level, but he was capable of doing second grade numbers and spelling. About a month before the close of school, the Dawns moved to North Florida.

The next fall they came back to live in Wauchula, and Britt walked boldly into the same second grade room. He was then transferred to a third grade.

Britt now read on a first grade level. His attitude was sullen. There was not a thing about school to interest Britt. On the playground he walked around with shoulders thrown back in an impressive manner, and led a group of smaller children from place to place. At times he pulled chewing tobacco from his pocket with a "flourish" to impress the other children.

During this time, the parents separated. The boys lived with the mother, but met the father in town.

It was interesting to notice that Britt never addressed a teacher by name. He would attract her attention by an "ahem," or a grunt, and then ask anything he needed to know. This was infrequent, as Britt preferred to be idle rather than to be busy.

Another factor was his seeming strict honesty at school. On several occasions he could have taken money from other children, but he did not take it.

However, school attendance became very, very irregular. Several Wauchula homes were entered, and packages disappeared from parked cars in town. Finally Britt and several younger boys were discovered in a theft. Britt, being older, was sent to the reform school. The officers felt that Britt was the leader in the thefts.

After about a year he was released and returned to Wauchula, but his stay was brief, as he was again caught in the act of breaking and entering, by the officers.

Case Study Number 4

J. B. Tham: Born at Wauchula, Florida, December 8, 1937.

J. B. is a pitiful case, because he has become aware of the fact that he cannot learn. He has a pleasant personality, and gladly performs any chore at school, such as raising windows. However, even his physical ability is limited, as he cannot use a broom to sweep the walk.

J. B. was kept in the first and second grades two years each. During these years he sat and chewed box after box of crayolas. He grew tall, but remained very thin, almost to a stage of emaciation.

In the third grade he would say words after the teacher for reading. After several weeks, it gave him some embarrassment and he preferred to sit and try to write or to draw racing automobiles. The teacher made an effort to teach him to write his name, but it was useless. He could copy writing or figures to be partially legible.

On the playground he usually plays with smaller children or swings. He has never been a discipline problem. He is seemingly not too unhappy. Perhaps he could learn to use some tools if he had the opportunity.

His younger brother who entered school in 1948, does not have enough ability to talk beyond the level of a two year old child.

Case Study Number 5

Bart Riggs: Born at Wauchula, Florida, November 10, 1935.

A visiting teacher was urgently needed in the case of Bart, who needed medical and dental care, clothes, and a friend.

From the day Bart entered the first grade, through the years, he was absent from school more than half the time. Each time in answer to the teacher's question of why he was absent, he gave the following reasons: "I was sick with a cold." "My stomach hurt." "I didn't have any clean clothes." "I had to help Mama wash."

The parents were not concerned about the fact that Bart was enrolled in school five years before he reached the third grade.

Other boys began to threaten fights, to strike Bart, or to annoy him in many ways, because he always ran to the teacher to tell.

In the third grade Bart was incapable of work an a first grade level. However, due to his age and height, he was promoted to the fourth grade. Several times he was caught in thefts and the parents warned. He, and some other boys were

apprehended by the police for breaking and entering the school building. This time, Bart was sent to reform school but after six months was paroled to his parents.

On his return to school he was placed in the fifth grade. The parents still are unconcerned.

Case Study Number 6.

Aaron Crook; Born at Wauchula, Florida, November 30, 1930.

Aaron entered school as a pale, thin, little boy, very shy and quiet, and extremely nervous.

The nervous condition was due to the home environment. His father was a veteran of the First World War. Shell shock had left him practically an invalid. The mother solicitious about the welfare of the four children and the invalid husband could not prevent a tense home environment.

Aaron was an average pupil in the first and second grades. In the third grade he became more and more a day-dreamer, and his physical condition was very poor. After a tonsilectomy was performed he began improving in health, but did not show improvement in school achievement.

At the end of the sixth grade he was not promoted. From that time on he became self-conscious, as he was taller than his classmates. Gradually there grew a maladjustment and an extreme antipathy for school.

During his freshman year in high school he stayed out of school without his mother's knowledge. The high school prin-

cipal visited the home, and with the cooperation of the mother, and the tact and understanding attitude of the principal, Aaron was encouraged to attend school.

He is now asplendid football player, and has a fine physique. His attitude toward his mother and younger sister is kind and considerate. He is polite and friendly at all times.

The Sunday School teacher was interested in Aaron and made frequent visits to the home when he was absent. Perhaps this contact helped some in final adjustment.

Case Study Number 7

Sim Black: Born at Wauchula, Florida, May 2, 1924.

Sim was the second of eight children. In spite of the large family and the unsteady work of the father as a day laborer, Sim seemed to have plenty of food and clean clothes.

Sim's first and second years in school were uneventful. But the depression came at the time of his third year. The regular school term was cut to six months. Those who could pay tuition continued school eight months and were promoted. Sim repeated the first six months of the third grade the second time. In the beginning of his third repetition, he and others were placed in a special fourth grade. These children knew that they had not had equal opportunity. They were older and larger than the other fourth graders. The reading material was uninteresting. Resentment flared.

Sim was perhaps more resentful than others. He began

playing truant. His mother knew what he was doing but did not cooperate with the teacher in encouraging Sim to attend regularly.

He was promoted to the fifth grade, and at the end of that year, quit school and went to work as chore boy for a business man. This man has promoted Sim several times. He has influenced him for good in many ways, such as Sunday School and church attendance.

Sim is now married and has a nice family. He is polite and pleasant, and a worthy citizen, but the lack of further education has been a hindrance.

Case Study Number 8

Mary Barns: Born at Fort Myers, Florida, November 3, 1923.

Mary was a small, delicate child, whose parents were divorced before she entered school.

The father left Mary, her mother and brother, a comfortable home, but there was no steady income. The father sent the children money irregularly.

The home conditions led Mary to be shy and sensitive. Her school work was average, but she never seemed to do her best.

Mary always had a "best" friend with whom she had fierce quarrels. During adolescence she was sullen and defiant, listless and a problem to her mother. She attended Sunday School regularly, unless she and her friend were not speaking.

In Sunday School class she was a discipline problem, although her conduct was not a problem in school.

In high school Mary majored in commercial subjects, and during World War II, held a responsible position at a nearby air base. She made her own clothes, and dressed attractively. She had several boy friends.

About the close of the war she met a man from another state, a farmer. They were married, and Mary is very happy on the farm. She is a leader in the small country church and in the community.

Case Study Number 9

Nell Judd: Born at Chattanooga, Tennessee, June 2, 1932.

As a child of three years of age, Nell moved to Wauchula with her parents, two older sisters and baby brother. The two older girls were attractive and above the average in their school work, initiative and cooperation with the group.

Nell was unattractive, just average in her school work, and lacked initiative. She was uncooperative and almost always wore a pouty expression. She was extremely careless about her personal appearance.

These factors and the constant comparison of Nell with her sisters, even by the mother, led to severe maladjustment. She was alone much of the time, or with younger children. Comic books were the only unrequired material which she read.

She was faithful to attend Sunday School, but even there, she was not adjusted to her age and class.

Not until Nell reached high school did her school work fall below average. Then she failed three subjects in the first year. She is still an unhappy girl, needing an understanding friend and guide.

Case Study Number 10.

Lee Larkin: Born at Wauchula, Florida, October 2, 1934.

On the opening day of school, 1940, a little black-haired boy, gave his name to the first grade teacher. The black hair was tousled, the face, hands and clothes not very clean. The teacher knew the home conditions, where Lee was the oldest of six children. The mother was worried about feeding and clothing so many children on her husband's meager income.

Lee's mental ability was not low, but he was nervous and restless. As he entered school the third year, his attitude toward school was uncooperative. He often played truant. At other times he didn't go home from school, and his tired mother walked for blocks looking for him. He would spend his lunch money on the way to school, and then tell the teacher that his mother hadn't given him any money.

He did not fail his work, but through the sixth grade he was a problem child. His mother told the teachers that beating was the thing Lee needed, that he often got it at home.

The junior high school principal reports that in the

seventh grade Lee began to take more interest in school and to have pride in his work. Truancy ceased. Lee comes to school even under adverse home conditions. She notices that he is more shy than formerly, and his entire attitude seems to be changing. His achievement is low in some subjects, but his citizenship is satisfactory.

His cooperation, courtesy, initiative, personal appearance, and dependability rating have changed from low to satisfactory. His emotional and self-control are average and showing improvement.

Case Study Number 11

Dick Jones: Born at Jacksonville, Florida, February 9, 1929.

Dick entered the Wauchula School in the second grade, and proved to be one of the most interesting boys we had in school. Black hair, huge brown eyes, olive skin and neat clothing made Dick an attractive looking child. He appeared to be thinking thoughts too deep for a seven year old.

Dick proved to be far above the average child except in writing. Each year the rating was high in initiative, school spirit, cooperation, courtesy, and self-control.

Dick's parents were intelligent and completely absorbed in the lives of Dick and his younger brother. They were not wealthy, but the father held a responsible position in business.

As the boys grew older the father showed marked par-

tiality for the younger boy. Although the mother understood and tried to compensate to Dick for the father's attitude, it made Dick have a tendency to be bitter about some privileges which he was denied.

With all this, Dick graduated from high school in Jacksonville, Florida, with high honors. In college placement tests he rated with the upper fourth in mathematics, among many thousand high school seniors. Having rated so high in all subjects, Dick registered as a sophomore in the University of Florida. Dick is making a splendid record not only as a student, but as a leader and fraternity man.

He is dependable and independent. The home training he received is partly responsible. If Dick had a pet, he had to build a pen to keep it in, and run errands or mow the lawn to pay for its feed. There was no idle time in this home. Dick was always busy in constructive play, building model planes, or reading.

Case Study Number 12.

Anne Vell: Born at Wauchula, Florida, August 6, 1926.

One would love Anne at first sight, and the first impression grew favorably, for Anne was a chubby, golden-haired, brown-eyed, child, with a sunny smile. She was completely herself, with no trace of self-consciousness and could still blush prettily if she did chance to be caught in any little childish mischief.

From the beginning of the first grade she was the outstanding student in her class. When other children found school dull, Anne was full of enthusiasm, and initiative, and yet she was not aware of the fact that she was the leader.

Anne's home was happy and satisfactory. Her mother was an intelligent, pretty, young woman who cared for the three children with ease, and had time for church and some social life. The father owned a good business.

Anne was valedictorian of her class in high school. Her college days were full of worthwhile activity. Soon after college graduation she married a man in service, and she is making a success of the present life, as she did her school days.

Case Study Number 13.

Ronald Boyd: Born at Lakeland, Florida, April 6, 1926.

September 1932, and opening day of the Wauchula Primary School! There, patiently waiting his turn to tell the teacher his name, was a little dark-haired, brown eyed boy with a serious, intent expression. This was Ronald Boyd, who was to make an unusual school record.

With plenty of initiative, and slight shyness, Ronald was a leader in scholarship and on the playground.

The parents were a quiet couple, very intelligent and anxious for their three children to be worthy citizens. They were faithful to do service in the little country church near

their comfortable farm home. This home environment is no doubt the foundation of Ronald's success.

He was valedictorian at the eighth grade graduation in 1940. The Freshman and Junior classes in high school elected Ronald as their president.

At the Father-Son Banquet of Future Farmers of America, in 1942, Ronald was the principal speaker. The same year he earned a school letter in boxing. This proved he was interested in sports as well as in being scholarly.

In his senior year Ronald received three honors. He was elected president of the student body, was one of two boys in the class who passed the V-12 examination, and he was the student speaker for graduation with the speech he wrote, entitled, "America Tomorrow."

Ronald went to Tulane University under the V-12 program, received his rating and served in Japan as a Navy Ensign for one year. He then returned to Tulane to graduate at the head of the class of engineers in 1943. Because of high scholarship, and exemplary character, while at Tulane, Ronald received the highest honor that can come to an engineer, that of election to membership in Tau Beta Pi, honorary fraternity of engineers.

Ronald is now an engineer for the Humble Oil Company in Ensino, Texas.

Case Study Number 14

Joyce Cravens: Born at Wauchula, Florida, May 2, 1933.

In this very humble home, where money was earned by both parents working, and then wasn't sufficient to supply all the needs, Joyce was the third of five children.

Joyce was just another first grade girl when she entered school. Gradually she began to be the best reader in the class. In the second grade she was above average in all her school work. Joyce finished her third grade work each day in time to have many free periods. These she spent in reading library books and in memorizing poems.

Initiative, cooperation with the group, courtesy, thoughtfulness of others, and citizenship were excellent.

In two years Joyce began helping different neighbors work in their flower gardens, to wash windows, or any other tasks by which she could earn a little money to help the family.

She took piano lessons a short time, and proved to have ability in music, but she would not practice because of the work she wanted to be doing.

She has made an excellent record in high school.

In a "Better Speaker's Contest" sponsored by her Church, she won first place in the district.

Case Study Number 15

Genesta Lang: Born at Wauchula, Florida, July 10, 1930.

A pretty, little, dark-haired, brown-eyed girl entered

the first grade in September, 1936. She was the third child in a family of three. There were two older brothers.

In reading readiness, Genesta was above the average. She read in the first group and showed rapid growth in achievement.

Genesta was well adjusted, and liked by all the children, both boys and girls.

The second and third years in school were years of development for Genesta. In scholarship, initiative and cooperation she rated high among the three hundred seventy-five children.

She was showing marked musical ability and she was playing piano solos above the usual accomplishment of children her age. She was rather shy, but gradually she overcame this little handicap.

In first year junior high school, she became accompanist for the Glee Club, and for assembly singing.

June 1944 brought eighth grade graduation for Genesta. She was valedictorian of her class and also played a brilliant number as a piano solo. At Sunday School, Genesta was a faithful member and pianist for the Junior Department for two years.

High School days opened wide doors of opportunity for Genesta. She not only was an outstanding student, but class secretary for two years. She was chosen senior sponsor by the football team for the annual Homecoming game.

To her many activities, Genesta added organ lessons and began playing for church services. She taught a class in the Primary Department in Sunday School.

In all her achievements, the mother and father stood as guides, always with encouragement, and urging Genesta to set and to attain high goals and live nobly.

She is a freshman in college, and still has a high scholarship record. She rated especially high in mathematics in placement tests, and that is her major subject.

CHAPTER IV

APPLICATION OF CASE STUDIES

Behavior Problems Defined

It is usually assumed that a child who is regarded as a problem child, is one who deviates from the normal characteristics of childhood behavior.

> "Behavior refers to the more basic question of the way the child reacts to stimuli--physical, mental, or social. When he responds in the manner of most children of his age, his behavior is considered normal, that is, average. Behavior is not judged as being good or bad; it is normal, or abnormal meaning usual or unusual."[1]

A child may be a problem in conduct and not in behavior, or a problem in behavior and not in conduct. For example, a timid child may be perfect in conduct, because he lives to himself, and within himself. Yet he should represent a problem to the teacher--a behavior problem. He is not a normal child. Character education may help to reach this child.

Another child may be normal in adjustment to the group, and cause conduct problems.

The child, spoiled from babyhood, is a problem in behavior. He has received too much attention for both good and bad behavior. In the school group recognition must be given him only for good behavior.

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1. Harry H. Rivlin, Educating for Adjustment, p. 45.

CHAPTER II

APPLICATIONS OF CLOSE ANALYSIS

Introductory Preliminary Problems

It is usually assumed that a child who is presented for a speaking ability is one who refrains from the speech activities—

tention of maladjusted behavior.

"Whether reference to the more basic question of the way the child reacts to stimuli—physical, social, or social. [illegible] be responsible in the manner of most difficult. I will say, his reference to [illegible] reasons. Only in [illegible] attempt it as I judge at [illegible] was not, it [illegible], or [illegible] available used or [illegible].

A child may be a problem to others and not in himself, or a problem in himself and not in others. For example, child's [illegible] may be upset in himself, and within [illegible]. [illegible] to the [illegible]—[illegible] [illegible]. [illegible] [illegible] [illegible]

There are behavior problems among the children who have received too much attention for being physically attractive. Another problem arises from the fact that a homely, unattractive child has been neglected.

Fewer behavior problems seem to appear among the children who have average intelligence. There are a larger group and usually seem to adjust more easily. However, children who rate normal in school often have emotional conflicts, such as feelings of inferiority, shyness, and moroseness.

Other behavior problems arise with the child who is a show-off, the child who is jealous of another, the child who fights, the child who has tendencies to steal or tell stories, the child who calls another names, and the child with physical handicaps.

Causative Factors Leading to Behavior Deviations

> "Behavior which is indicative of maladjustment takes many forms. The form, however, is not necessarily related to the cause of the maladjustment. . . . In cases of maladjustment, the relationship between symptoms, type of maladjustment, and cause is never uniform."[2]

> "Problems of behavior can be understood only as the interaction of forces within the individual and those coming from his environment. Among the factors most frequently found to be conducive to maladjustment among school children are: poverty, undesirable home conditions, mental or physical inferiority, poor habits of eating and sleeping,

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2. Asahel D. Woodruff, The Psychology of Teaching, pp. 133-134.

> improper recreational outlets, bad companions, a feeling of unworthiness, a feeling of insecurity, conflicting desires or ambitions, and constant thwarting of wishes."[3]

Problems of school conduct and behavior have their beginning in many sources. In the home, some parents allow the children too much freedom, other parents use too much restraint, others are over-protective, and others deal too harshly with their children.

Some children feel inferior and become introverts, while others become haughty and perhaps defiant to authority because of feeling superior to others.

In the case of Al Redge, the following were influences which could have led to his delinquency: insecurity, due to the family economic status, which created desires for many things he could not have; inferiority because of below average intelligence and his lack of nice looking clothes. Because of insecurity and inferiority, there was sullenness, defiance of authority and the desire to get others into trouble.

Britt Dawns felt insecure because of a broken home, lack of money and lack of mental ability. He compensated for these lacks, by showing-off before smaller children, and later by taking things he had long desired and had not had.

Bart Riggs and Lee Larkin needed assistance in securing sufficient clothing and in securing medical care.

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3. Harry N. Rivlin, Educating for Adjustment, p. 90.

Nell Judd is an introvert, the problem very likely having its source in her homely appearance in comparison with her sisters. A planned character education program could have met at least some of Nell's problems.

Sim Black and the boys mentioned above would have been provided for in a character education program. All their needs could not have been supplied probably, but the main problems in truancy, excess absenteeism, and perhaps delinquency, could have been solved, and especially the attitude toward school.

Physical factors frequently enter into school problems. Some of these physical factors are: undernourishment, lack of sleep, and lack of opportunity to play with other children. Aaron Crook's adjustment problem had its beginning in physical factors in the home, ending in failure in school and inferiority.

The slow-learner may attract attention to himself by his daring spirit in misconduct, compensating for his inability to attract attention by his mental achievements.

"As a class, behavior-problem children are outcasts, unhappy themselves, as well as the cause of woe, destruction, insecurity, and great expense to society."[4]

Usually these problem children stimulate a feeling of anger and dislike in their parents, teachers, and playmates.

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4. Harry J. Baker and Virginia Traphogin, The Diagnosis and Treatment of Behavior Problem Children, p. 3.

A child is rarely deliberately mean. He hurts another child as the result of some emotional entanglement, and not just to see the child suffer.

Stealing may be the reaction to some unknown stimuli of fear and worry.

In the beginning, a child dislikes a reputation for being a bad boy, but once he has this appellation he must do all he can to live up to it.

Another type of behavior problem is the child who is immature and does not have the ability to persist at a task or to follow directions. The cause lies in the home where the parents have failed to require the child to perform any task or to follow directions, or to comply with any restraint.

Often children are unaware that they have a reason or purpose for deception and cheating. Some reasons are: revenge, jealousy and envy, self-defense, desire to compensate oneself for loss, or for handicaps, loyalty to friends or a cause, and aggressive greed for property, approval or prestige.[5]

When parents expect too much of their child in mental achievement or other accomplishment, the parent is causing an emotional upset. The child may cheat or steal rather than to see the parent disappointed.

Some children have vivid imaginations, and they actually

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5. Arthur T. Jersild, Child Psychology, p. 120.

have difficulty in distinguishing between truth and falsehood. Home influence may increase the difficulty. Children who steal, will lie to cover up the theft, and to escape the unpleasant consequences of the deed.

Daydreaming, truancy, and even theft may occur as the result of the effort to forget an unpleasant experience.

Children sometimes torture and tease other children, or animals, because they themselves have received harsh treatment by some person.

The school itself is responsible for the creating of some behavior problems. But the school cannot be blamed with all misbehavior. All the social and environmental forces that surround the child are partly or wholly responsible for unusual behavior.

Economic security is an essential for emotional stability. The teacher who sees a child emotionally upset because of the economic status of the family, cannot of course herself supply the needs. She can use her influence in securing aid for the family, by enlisting various clubs in the community in the worthwhile project of supplementing the family clothes supply, providing glasses, money for lunch, and medical care.

Most children know right from wrong, but it is possible for a child to be involved in a misdemeanor without knowing it is wrong. Character education will stress teaching in right and wrong conduct.

A feeling of being misplaced, of not belonging, and of general dissatisfaction at school, and probably at home, are the frequent causes of behavior problems, and of later delinquency. A character education program should provide activities adapted to satisfy the child's longings and desires.

Behavior-problem children do not always come from a home of insecurity, instability and of poor environment. The playmates and companions a child chooses may be from bad environments or have emotional conflicts. These factors will influence a normal child to the extent that he will develop conflicts.

The ability to develop right behavior may be part of heredity. It is a known fact that children vary widely in their abilities to choose the right, even when they know the right.

The child who withdraws from the group is not always the quiet one. The withdrawing may take the forms of rebellion or stubbornness.

Daydreaming is not a serious problem if it is constructive daydreaming. It may be beneficial or harmful. Inferiority is often expressed by daydreaming.

Physical inferiority usually takes the form of teasing others, or bullying others as a compensation.

A child who feels mentally inferior may put on a show of great interest and eagerness. He may use physical power to overcome mental inferiority.

"Many pupils become problems because of false reasoning which they believe or act upon. Following are some sample syllogisms which represent the kind of reasoning which often leads to definite problem behavior.

'My father who is now in jail is a bad man; I must be like my father. Therefore, I must be bad!'

'My father is a careless and unreliable person. My mother says I am just like him. Therefore, when I am careless and unreliable at school I cannot help it, because I am just like my father.' "[6]

Reasoning similar to the above may have some part in the case studies in Chapter III.

"Children cannot fully benefit from instruction if their physical condition is poor. Serious physical defects may impede progress of normal physical and mental development. Evidence that physical defects are interfering with normal growth is indicated when a child is listless, irritable, lacking in interest and enthusiasm, or unable to concentrate. He may be easily fatigued, readily discouraged, or inclined toward a social behavior."[7]

A child may have a hostile attitude toward his teacher because of strained and unsatisfactory relations with another teacher the previous year.

"A child may have antisocial attitudes and accept cheating, 'bluffing,' and dishonesty as legitimate means of obtaining good grades. . . . During their school years children develop attitudes that may adversely affect personal relationships with others during later years, and may fail to develop those attitudes which will contribute to their personal happiness."[8]

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6. Loc. cit.

7. Robert A. Davis, Educational Psychology, p. 31, courtesy of McGraw-Hill Book Company.

8. Ibid., p. 110.

In the paragraph which follows lies an excellent explanation for the behavior and attitude of Al Redge, Britt Dawns, and Sim Black:

> "Below a certain level of intelligence children tend to display feelings of inferiority, having disposition to compensate in a variety of acts, such as impertiness, bullying, aggressiveness, or sullenness. . . .
>
> The explanation is suggested that inferior children find few opportunities for scholastic success in classrooms in which inflexible scholastic standards prevail. . . . Their general behavior strategy seems to be to oversome frustration in one type of activity with compensatory adjustment in other activities designedtto secure recognition."[9]

However, "Problem behavior is found among children on all levels of intelligence from the feeble minded to the gifted."[10]

The temper tantrum is used both by the spoiled child and the rejected child. The spoiled child shows a temper through habit. The rejected child has a tantrum to gain attention. A child usually has gained a measure of self control after the first few months in the first grade, or before, if he has attended the kindergarten.

The problem of the child of dull-average intelligence is more acute than the feeble-minded child. The former is not alert enough to succeed along normal lines easily. He is

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9. Ibid., p. 148.

10. Ibid., p. 149.

bright enough to realize his deficiencies. He is resentful. He desires attention, and attempts to get attention even through delinquency, after he discovers that he cannot get it by mental achievement.

The end in view is the guide for all behavior. Every person has a purpose. It may be impulsive or it may be action preceded by thought. But it is purpose regardless of the extent to which the child is aware of it.

Characteristics of Normal Children in the Primary School

It is well to consider some factors in the behavior of a normal child at a given age level. Then it will be easier to distinguish, between real behavior problems and the behavior to be expected.

Children enter school between the age of five and six years. A few may have passed the sixth birthday. To understand the school beginner, the characteristics of the five year old will first be studied.

The five year old child is self-contained, on friendly and familiar terms with his environment. He enjoys fitting into the culture of the group with whom he lives. The five year old will accept adult help, and ask for permission to do certain things. He is still strongly attached to his mother. He takes much pride in his personal appearance and in his accomplishments. He is a realist, and serious about himself. He sometimes takes a daytime nap, and his night sleep is

broken by unpleasant dreams. He enjoys being read to, especially if the reading is about animals. He has some understanding of numbers.

The six year old child is making many changes in mind and body. He goes to extremes emotionally, crying one minute and laughing the next. He has to become adjusted to the group at school. Upon his proper adjustment lies the success or failure in the first grade and perhaps all through school.

The six year old child cannot keep his mind and energies on one activity for a long span of time. The work must change often so he will not become tired, and form the habit of inattention. There should be much activity instead of settled routine.

Above all, the first grade child needs an understanding teacher to give him a sense of security so essential to his well being.

The six year old child has a large appetite especially for plain food. He is restless at the table during mealtime. He enjoys a daytime nap, and it helps him physically.

The six year old has fears increasing to keep him disturbed--fears of man and the elements, fears of injury, fears of time and fears of space.

In his games the six year old child uses much imagination and pretending. Both boys and girls of six years like running games. He takes especial interest in hearing Bible stories, and finds needed security in belief in a Creative Power.

The second grade child will probably have his seventh birthday during the year. This age child is quiet in the classroom. He has settled down, and now he broods and sulks, is sometimes heedless, and is sometimes shy.

He wants a personal relationship with the teacher, and is most sensitive to her attitude toward him, and sensitive also to the attitudes of others toward him. He likes repetition of stories, songs, activities, and foods that he enjoys. He becomes so deeply absorbed in his own activities that often he does not hear when he is called. He needs some responsibility, needs to learn some fundamentals and needs to realize that they are a "must."

He is eager for playmates all the time, and never wants to play alone. On the playground he is noisy and enters into the gang spirit.

Seven years of age is a time of fear of facing new situations, especially if they must be faced alone. If things displease him he seeks withdrawal.

Seven likes to play with you, and by planning and reasoning, punishment becomes unnecessary.

The seven year old child goes home from school and begins a detailed report of events at school.

The child at eight is becoming more mature in mind and body. He does not tell school events at home. He is a third grade child now.

> "He begins to acquire that attitude which is characteristic of him throughout the rest of his life, namely, the attitude that he is not a 'cry baby.' During this year he comes to be influenced tremendously by the customs and habits of his playmates."[11]

Whatever his playmates have, or do, he thinks he should be allowed to have and do the same. He has special friends, and prefers to play with his own sex, but he never wants to play alone. The eight year old child muddles through his games by continual quarreling. He was alibis for hiw wrongdoing. He is beginning to distinguish between make believe and real events. He always asks the teacher if the story is true. He likes exciting stories, and will read quantities of material for himself if it is exciting or if it interests him.

This is the age of collecting and storing trophies and treasures. He trades with his friends to get more treasures.

To the eight year old, praise is important to the extent that he even asks for it. Rewards given for doing home tasks please him immensely. He is busy all the time--too busy for baths and processes of cleanliness.

At night, after a busy day, the eight year old child is tired, but won't give up to go to bed. But when he gets to sleep, it is good sound sleep with very few dreams to disturb him.

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11. J. Minor Gwynn, Curriculum Principles and Social Trends, p. 238.

He has distinct likes and dislikes about his food, and bolts even what he likes, so he can get busy again.

At school he is noisy and impatient. There are frequent stops in his own work to see what his neighbor is doing, what page he is reading, or what example he is solving. He finds pleasure in drawing on his papers.

Physical punishment is not as effective with the eight year old as is being deprived of some privilege.

The nine year old is normally in the fourth grade which is part of the Wauchula Primary School. Some fourth grade children arrive at the tenth year during the fourth grade. These two age groups will be discussed briefly.

Nine years of age is a middle period, a period of reorientation. This age is much more mature and independent than eight years of age. This age can motivate himself and is not as fond of money rewards as the eight year old.

Nine likes a little freedom. He must not be babied, nor must he be treated as a young person. There are three traits that distinguish the dynamics of his behavior: speediness, expansiveness, and evaluativeness.[12]

At age nine the conscience is developing. The child has become most reasonable and fair-minded.

At ten years of age the child is an adult growing up. Sex

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12. Arnold Gesell, The Child From Five to Ten, p. 143.

differences are pronounced. The child has more self-possession than he has had at younger age levels. Ten is exceedingly fond of secrets, the gang and the club. He actually appears to love the gang more than he loves his own family, judging by interest and eagerness to be with them.

Home, School and Community as Cooperatives

The home alone cannot properly develop the growth of a child's life, yet the home is fundamental in human society.

The child must be educated, and the home and school must coordinate in effective guidance. It must be a responsibility shared by home and school. The school must assume the factors that belong to it, such as teaching the essentials of democratic citizenship in its content and meaning. The home trains the child as an individual to be a worthy member of society. Home training is in a more personal affair than the school training.

Many parents do not have the ability to train their children. The children begin neurotic tendencies which finally terminate in criminal acts. If parents become aware of their inabilities before it is too late, the school can help them. Most often, parents do not realize that their children are deviating from normal behavior.

The family and its attitude toward the child, and its interest in him, is an important factor in the success or failure of school guidance.

The family should not urge the child to have a report with nothing but "A's." The effort to earn this grade may be too much of a strain on a child, especially if he fears the family disapproval.

Parents can encourage their child to have the right curiosities. Being curious about anything makes it easier to learn. So right curiosities are helpful. If parents provide books, tools and materials of various kinds, the child will use his initiative in working with them.

The family can help the school discover particular needs and difficulties of the child. That parent must not hesitate to tell the teacher or the teacher to tell the parent anything which concerns the child's growth and welfare.

If the child cannot hear well, the teacher should know at once, so that there may be no unhappiness on the part of the child. "Many children have little ills that, if explained to the teacher, can be managed so as to lift their weight from the children."[13]

If the child stammers when he is frightened or embarrassed, if there are too frequent trips to the toilet, and if there is a bad heart, or any physical weakness, the teacher should know. The teacher may discover some weakness about which the parent does not know.

Visiting the home once or twice a year, and observing the home and family background, can give a teacher her greatest aid in understanding the child.

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13. Angelo Patri, How to Help Your Child Grow Up, p. 232.

Every normal child meets with conflicting ideas and behavior patterns as he reacts to the new environment of the school. The home and school should provide experiences that will enable the child to accept these conflicts and to adjust himself to them.

Children come from every type of home, the dirty, the clean, the orderly and the disorderly. Children are usually like the home they come from. Home and parents enter into teaching whether or not the school chooses to have them enter.

Attitudes are principally formed in the home, because children observe and imitate the parental attitude.

> "The majority of children, upon reaching the ages of eight to ten, begin to feel a more definite sense of group unity. . . . Children, begin to speak of 'my gang,' and to discriminate in membership. They recognize sex differences and may either exclude the opposite sex or justify their inclusion."[14]

"Thus, the type of companionship in play groups becomes of major concern to the parent, teacher, and social and religious worker interested in child development."[15]

If, and when, the child becomes afraid to tell the parent or the teacher about the activities of the gang, he is beginning the road that leads to violation of standards of right and no doubt a final revolt against society. The early years need understanding adults to guide them.

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14. Francis J. Brown, The Sociology of Childhood, p. 162.

15. Ibid., p. 171.

The school should be careful and work slowly in leading children into customs and habits which they know conflict with home training.

In teaching health, embarrassment may be caused a child, if he is urged to eat foods which the family cannot provide.

The school can work with the home through the parent teacher association. Through such contacts the parent can tactfully be taught the school policies in health, cleanliness and habits.

Material that children read in their free time at home is of the utmost importance in character building. Perhaps the parent does not know what the child reads. The parent has not been interested and has not observed the child's reading habits. The school should bring such matters to the attention of the parent and enlist his cooperation in encouraging the child in reading worthwhile materials.

The community should work with the home and school by helping provide recreational facilities that the school may not be able to provide. Organizations such as the Girl Scouts, 4-H Clubs, and Junior Baseball Teams are often sponsored by the community through its Civic Clubs.

Back of the home and the school is the community. To build a better community, better homes and schools are an essential. To build better homes and schools, the community in general must improve.

"Though workers in the school may do much for unadjusted children, it is only when home and school work together that the best results are to be looked for."[16]

Add to this, the community, and the environment it provides working together with home and school, and better character in boys and girls will be the outcome.

> "The community at large should not be satisfied that it is doing all it can in behalf of all children unless it has established special facilities for children in need of special care. In the truest sense, every city, town, and village in America has the delinquency desires. Conversely the treatment, clinical or otherwise, which maladjusted children will receive will depend upon the level of understanding and action within the community itself. Any community is a cooperative enterprise and it is only in setting of general agreement regarding the validity of mental hygiene principles that any guidance clinic can be established or successfully maintained."[17]

Spiritual Values Essential to Worthy Character

Probably the earliest stages in a child's spiritual life are the feelings of awe or reverence toward something beautiful or wonderful in his environment.

Celebration of festivals such as Thanksgiving and Christmas may have an atmosphere of joy and reverence that not only arouse emotions in a child, but bring an awareness of the deep meaning of such occasions.

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16. Mary B. Sayles, The Problem Child in School, p. 149.

17. National Conference on Prevention and Control of Juvenile Delinquency, Report on Mental Health and Child Guidance Clinics, p. 51.

It is important in the chaotic world of today that children have a realization that there are some things which cannot be shaken. In the large universe there is law and order.

It is a mistake to shield the child from all consideration of suffering, sorrow and loss. Children do not need to be burdened with stories of suffering and hunger which they can do nothing about, but they need to give a realistic meaning to situations of sorrow in their own experiences.

> "It is at times when children either must be told what to think and what to do or be trusted to do their own thinking and work out their own problems that certain opportunities for ethical education will be found in the classroom, for then children may become self-directive, socially responsive, and responsible."[18]

Ethical consciousness and conduct are the basis for the development of a moral sense, and moral sense is the foundation of religious concepts. Humaneness, spiritual reactions and social mindedness are the basis for an ennobling religion.

The religion of the child depends upon the environment in which he lives. Left alone, he will in all probability manifest the barbaric in his nature.

Many children who are maladjusted have no religious influence and training. They are completely ignorant of the great truth and beauty to be found in Bible Stories.

In schools where there is a planned program of character

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18. Ethel L. Smither, Opportunities for Ethical Guidance from Religion and the Child, p. 18.

education, Bible stories are read, and children become so interested that they beg for more.

Spiritual values help children live on a high plane. They learn to understand themselves and believe in themselves. Consideration for others is essential to one's own peace of mind. It is a spiritual value.

Children need to have correct ideas of right and wrong conduct. Then they must be taught to choose worthy motives for good conduct.

To develop spiritual values one must go to the Source of goodness, beauty and truth. Children can learn to be thankful for wonders and beauties in nature.

Fine music will effect changes in children by stirring them in the innermost recesses of their beings. At first, it may take persuasion, perseverance and patience to get children to listen to a program of fine music, when all about them is the worst kind of music, but it will pay dividends in other days.

Spiritual values are being developed if children give evidence of self-control, show concern for group welfare, give proof of overcoming their prejudices, are willing to work together, and if they desire fairness when conflicts arise.

The mealtime at school should be a time for character building. It should be a happy, sociable time, but free from loud talking and confusion. The blessing may be sung or said

in unison, and then children eat in a friendly and pleasant atmosphere.

Art period may be used as a valuable time for developing spiritual values. Frieze painting will result in improvement of attitudes and relationships, and in putting the inferior child at ease, if the painting is done through group planning.

The following are some playground difficulties that may be prevented by proper character education:

1. Unintentional rough play.
2. Selfishness.
3. Nothing to do on the playground.
4. Lacking knowledge of cooperation.
5. Getting even with someone.
6. Being poor losers.
7. Fighting "on the drop of a hat."[19]

> "Religion is not centered exclusively in the church, and spiritual values include more than religion in its generally understood definition and usage. Whatever ministers wholesomely to the development of the child's personality is of spiritual value.
>
> Spiritual values are so important, so inextricably a part of the whole life, so continuous in their formation from the cradle to the grave, that their development, enrichment, and expression must be the concern of all those who touch life at every point and at every age. Honesty, purity of mind, altruism, sympathy, respect for the rights of others, desire for the better things of life, willingness to

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19. Carl Neufeldt, Teaching Ethics on the Playground, Twenty-sixth Yearbook, Volume XXVII Number, p. 109.

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1. Doug Dworkin, Teaching Reading in the Elementary Classroom, Rand-McNally Textbook, Volume XXIV (Chicago, 1975), p. 125.

> share happiness, courage in the face of temptation to ignoble deeds, ability to discriminate between the good and the bad, and the will to choose the former; an eye for the beautiful, an ear for the harmonious, a soul for the lovely--all these are spiritual values. . . . The schools and other agencies can work together in developing these values."[20]

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20. M. E. Coleman, Working with Community Institutions in Developing Spiritual Values, Twenty-Sixth Yearbook, p. 185.

CHAPTER V

SUMMARY AND CONCLUSION

Summary

Too many of our present day schools teach only subject matter, and forget that mastery of content alone does not make a happy child or in later years a worthy citizen.

The child should be the center of interest in the school; the school should be built for the child and not an attempt made to fit the child to the school.

Teaching must touch the inner life of a child and cause him to see life differently, or the school is not furthering the cause of democracy.

Character education in its fullest meaning should teach children to consider the rights and feelings of others; to note the common brotherhood and common heritage of man; it must stress that sharing with another is better than grasping for himself alone.

Character education will influence the child to lift his heart in thanksgiving and reverence to the Creative Power of the universe. Without this knowledge of a Power that cannot be shaken, no person is ever at peace.

Character education is not a period, a day or a week, but must be built around everything a child does in a day. No class period fails to provide opportunity for character

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building. It can be given by both indirect and direct methods, and to be effective, both must be used.

Character building experiences must be pleasing experiences in order that there may be a transfer of training into other similar situations.

Early childhood is the best time for character building, because the young child has not already formed strong habits and attitudes of the wrong type. However, attitudes and habits should be built through guidance and not through coercion.

The purpose of the school is social, so that all children may become adjusted to the environment. Both the maladjusted and normal or average child need the socializing influence of the school.

Character is formed by heredity as well as environment. The school must consider the individual child against the background of his environment and the tendencies he appears to have gained through heredity.

The character education program should be well-planned, but flexible. The entire school staff should work toward the same goal, each grade building on the work done in the previous grade. The program must take the child where he is.

Maladjustment takes many forms of behavior, and has many causes. Each child requires a different diagnosis. Abnormal behavior is that which is different from the behavior of the group.

Children who rate normal in school often have emotional conflicts with symptoms of inferiority, shyness and moroseness. Physical fitness plays a part in proper adjustment.

Every child has some ability. The school must seek to find that ability. Character education will provide activities and life-like situations with problems to be solved such as children face daily, and they as adults will face later.

Children must live democratically in school if they are to live as adults in a democratic way. This means that they must learn to live cooperatively with others. Character will develop in a normal social environment, which provides play and recreation, and which affords opportunity for initiative. The best mental powers for effective living will grow in such a school situation.

Children have more fears now than in past years, because of sensational and exciting radio stories, movies, comics, and papers. Character education will guide the child in facing his fears. Many of these fears of childhood are unknown to the adult, because children hide their fears by evasions. The more intelligent and mature children are and the more experiences they have, the more dangers they become aware of. Adults should encourage the child to face fears as a reality, and thus overcome them. Often adults encourage children to conceal their fears.

The character education program works toward building a wholesome, integrated personality, free from conflicts, unnecessary fears, and destructive habits and attitudes.

Conclusion

From the fifteen case studies cited in this study, there is abundant evidence of a need for character education to be a planned purposeful program. Such a program must be one that includes securing clothes, lunches and medical attention for some children. It must include experiences to show children the value of honesty, courage, industry, perseverance and consideration for others. It must provide a friendly atmosphere in the school. Experiences in life-like situations are needed.

Materials, books, and tools should be provided for him whose ability does not lie in the world of scholastic achievement. He is not a failure; if the school will only seek for it, he has some interest by which he can win a manner of success and lead a well-adjusted life.

In this study, the behavior problems were principally in the group with below the average mental ability. The Wauchula School did not touch the life of two of the boys for a long period. However, some flame might have been kindled during the short periods that would have changed the course of two lives and benefitted human society.

In some of the cases the home and parents failed to direct the lives of the children in the right way. Some of the parents

were unable to provide for the children. Some were merely careless and disinterested.

In nine of the cases, the parents did not work with the school. In seven of the cases the home did not give any spiritual training. Neither the parents nor children ever attended any kind of religious worship.

In the cases of Joyce Cravens, Genesta Lang, Ronald Boyd, and Anne Vell, the parents and children were faithful to attend religious services. This might be an indication of the valuable influence for good of religious training.

Nell Judd attended Sunday School, but her parents did not give the understanding she needed. She felt inferior, and as if she did not belong. The school, the home and the Sunday school failed, because they did not perceive Nell's maladjustment.

J. B. Tham will become a public care unless he can be given some training that will enable him to provide necessities for himself.

Aaron Crook might have been saved a year of failure in school. He received the help he needed after maladjustment had developed.

Maladjustment not only has many forms but many causative factors. Maladjusted children come from every type of home, and from each level of intelligence, although it appears that homes of low economic status present the most problem children to the public school. Likewise, many behavior problems

come from the low-average mental group and the low mental groups.

Character education is essential to the growth of any child, even if he is normal and appears to be perfectly adjusted. The program is broad enough to provide for the normal child and the child who has problems, each according to his need.

The child with low mental ability needs activities based on his level of maturation. The average child will be able to participate in more activities and of a different type. The child with high mental ability needs careful attention. His ability needs activities that give satisfaction as much as the other groups need satisfying activities. The intelligent child will have much extra time in a school program arranged for the child of average ability. A program should be planned to provide for this leisure time of the intelligent child.

The program for character education should not be based on children's interests alone, because new interests can be created and acquired. If a child is interested only in comics, the school should substitute an interest in more valuable reading.

Inasmuch as behavior problems are caused by many factors in home, school and community environment, all three agencies must work together if the child is to be given the best. Where the home assumes the functions it did in former years,

the school does not have such an important place. But in recent years, the school has been forced to assume many obligations heretofore discharged by the home.

In the case studies, some of the homes fulfilled their obligations in character training. These cases depict the benefits of character education in child development. Therefore, the school must be a place for wholesome social and emotional development. It must be a place of sympathy and understanding for the child, regardless of home environment and mentality. Satisfying school relationships will act as deterrents in the majority of behavior problems even though their cause lies outside of the school.

Long term planning of a flexible program appears to be the solution.

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